

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV201

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**
 ☐ ☐ ☐ ☐

Name of Principal: Mr. Stephen Hammond

Official School Name: Saint Patrick Catholic School

School Mailing Address: 1000 Bolling Avenue
 Norfolk, VA 23508-1604

County: n/a State School Code Number*: n/a

Telephone: (757) 440-5500 E-mail: shammond@stpcs.org

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: n/a Superintendent e-mail:

District Name: n/a District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. William A. Prince

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	22	36
K	21	20	41
1	23	19	42
2	23	35	58
3	17	24	41
4	14	21	35
5	19	22	41
6	18	19	37
7	23	18	41
8	9	11	20
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			392

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
4 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2011	388
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 6%

Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Saint Patrick Catholic School calculates the students that qualify for free and reduced-priced school meals based on the amount of financial aid awarded. Students receiving financial aid of 80% or more for tuition receive free or reduced-priced meals.

10. Percent of students receiving special education services: 3%

Total number of students served: 12

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>8</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>7</u>
Paraprofessionals	<u>6</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>5</u>
Total number	<u>62</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 13:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

“EDUCATION IS NOT THE FILLING OF A PAIL BUT THE LIGHTING OF A FIRE”

This quote by W. B. Yeats expresses a central aspect of the philosophy of Saint Patrick Catholic School and is inscribed on the east entrance of the school building. This belief opposes the nineteenth century understanding that children are *tabula rosa* and embraces the belief that children are *divine sparks* of God. That is, children are not clean slates upon which adults write the totality of their knowledge; but rather, children come into the world with a host of gifts, differences, intelligences, predilections, and challenges. It is with this belief that the school begins its educational enterprise -- not assuming that adults have all the answers for children -- but rather adults must devote themselves to understanding better what children already have within them. It is understood that all members of the Saint Patrick Catholic School community are learners and must enter into the teaching-learning relationship with profound humility.

The academic program at Saint Patrick Catholic School is founded upon a number of broad beliefs: 1) the intentional formation of each student, 2) the establishment of a school community without fear through the practice of William Glasser’s Choice Theory, Reality Therapy and Lead Management, 3) the intimate collaboration between home and school, 4) the empowerment of teachers in curriculum and instruction, 5) the use of high levels of instructional differentiation, 6) the creation of a seamless integration of faith and culture and 7) the agreement with these beliefs by teachers and students. It is believed that successful implementation of these values, goals and practices produces a unique, positive and dynamic learning environment in which students develop maximum levels of confidence and motivation, a work ethic which drives towards quality performance and a desire to serve others through prayer and service.

The following mission statement was created by the Board of Directors of Saint Patrick Catholic School. It represents what the school is called to do and, as a result, is both an invitation and a challenge to the entire community.

“Proud of our Catholic heritage and woven into the Norfolk community, Saint Patrick Catholic School proclaims the Gospel by offering families with children in Pre-Kindergarten through eighth grades an exceptional Catholic education built upon character formation, spiritual development, leadership training, academic rigor, physical well-being, and an ethic of service. Parents are the primary educators of their children and Saint Patrick Catholic School is committed to a close collaboration with them to promote their children’s growth and learning. While utilizing the best educational technologies and facilities possible, Saint Patrick Catholic School is dedicated to maintaining a safe and caring Christian community in which every child’s gifts are identified, nurtured, and celebrated.”

Saint Patrick Catholic School is a joyful and faith-filled learning place dedicated to students freely choosing their personal best in every aspect of their lives. At Saint Patrick Catholic School, students are encouraged to recognize that they have the choice to be happy, responsible, faithful, and successful young people in school and in life. Through guided self-evaluation and reflection, students make these important choices.

Embedded in the mission statement of Saint Patrick Catholic School are six pillars upon which the school program is founded and the school’s foundation is built around the student’s development in each of these areas: character formation, spiritual development, leadership training, academic rigor, physical well-being, and ethic of service. As an outgrowth of the mission for the total formation of students, Saint Patrick Catholic School relies on their document, *The Characteristics and Abilities of the Saint Patrick Catholic School Graduate at Graduation*, to guide all programming. This document reflects the fundamental core of the school’s spirit and mission. The pillars are 1) The Life of Mind: A Commitment

to Wisdom and Life- Long Learning, 2) The Life of Mind: A Scholarly Approach to Learning, 3) The Life of Spirit: Spiritual Growth, 4) The Life of Relationship: Moral Judgment, 5) The Life of Relationship: A Commitment to Peace and Justice, 6) The Life of Vocation: Discerning the Call to Servant Leadership and 7) The Physical Life: Responding to the Spirit.

In closing, the school's vision of total formation has been developed upon the consistent exhortations of the Catholic Church concerning education and schools. It is this school community's hope that the manner in which Saint Patrick Catholic School is capturing the vision will serve as a deep and lasting benefit to the children and families who pass through the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Saint Patrick Catholic School uses the Comprehensive Testing Program 4 (CTP4) published by the Educational Records Bureau (ERB) as the standardized assessment. For the purposes of the Blue Ribbon Award Criteria, test scores were analyzed from the 2012 ERB Reading Comprehension and Mathematics subtests. While Saint Patrick Catholic School does not have local or state benchmarks to meet as the public schools do, it is expected that students experience academic success as part of the fulfillment of their total formation. Therefore, student performance on a standardized test is considered to be acceptable when, compared to the independent norm group, it is the same or better. When compared against the national norm group, on average, our students perform in the top quartile in both reading and mathematics on the ERB. The results of this standardized assessment are but one tool used to improve student learning and help students meet the school's expectations. The ERB assesses essential standards defined by professional teachers' organizations including the International Reading Association, National Council of Teachers of Mathematics, and the National Council of Teachers of English. The ERB's stated goal aligns with that of Saint Patrick Catholic School, as the ERB designs assessments to "serve schools whose students aspire to be life-long learners."

The staff uses trend data reports in reading and mathematics generated by the program *Testwiz*. The data are displayed in percentile form and give a pictorial representation of the data over a five year span. These data, item analysis for respective ERB subtests, various diagnostic and achievement results, as well as data collected from other sources, identify trends in student learning, thus providing the teachers the opportunity to deliver appropriate instruction. It is believed that the use of the ERB provides the best standardized assessment for the school's student population.

The ERB CTP4 trend data for reading comprehension show that the benchmarks established by Saint Patrick Catholic School have been maintained and students continue to perform in the top quartile. A review of the data over a five year period reveals slight variations in performance, trending both positively and negatively, but always maintaining the goal of performing in the top quartile.

The trend data for mathematics on the ERB CTP4 show that Saint Patrick Catholic School students continue to meet the expectation of performing in the top quartile. Again, there are variations in performance, trending both positively and negatively, but the students' test scores continue to maintain performance in the top quartile.

While reports do not show significant gain or loss, as might be seen elsewhere, Saint Patrick Catholic School students meet or exceed established expectations.

2. Using Assessment Results:

An analysis of the ERB CTP4 data helps determine the implications for instruction. These data alert teachers to test trends, determine instructional interventions to develop an action plan (including resources and professional development), and to implement the interventions. As teachers and administrators look deeper at the data, the following questions are considered:

- What facts stand out?
- What patterns are observed?
- How does this data compare with personal experience?

- Are expectations being met?
- What may be some of the underlying reasons?
- Which areas need attention first and why?
- Which of these questions is most important and why?

In addition to analyzing assessment trends to develop and implement improvement plans, teachers meet with parents and students during monthly collaborations to monitor and adjust student success plans. Success plans address: 1) What do you want? 2) What are you doing to get what you want? 3) How is it working? and 4) What can you do? Teachers and parents may review a wide range of diagnostic reading and writing assessments to determine any needed student support in areas such as reading comprehension, fluency, or various writing traits. Classroom writing assignments, as well as more formal writing assessments, may also be analyzed with students during student writing conferences, as well as in parent collaborations.

Teachers of pre-kindergarten students make observations throughout the year of students engaging in a variety of key developmental experiences in the areas of language and literacy, math and science, physical condition and movement, social skills, and the arts. These frequent teacher observations are part of the high scope Child Observation Record (CORE) and are both used to assess a child's development and to plan instructional activities. Additionally, the Early Literacy Skills Assessment (ELSA) is administered to pre- kindergarten students at the beginning and end of the school year.

Students in grades three through eight participate in the spring ERB CTP4. The CTP4 is a challenging, standardized, and norm-referenced battery of tests the school administers once a year. The test provides information about the curriculum, student potential and subject areas needing attention. Reports of the ERB CTP4 data are sent to families each summer for parent review. Teachers analyze the same data and discuss with parents how the data guide instruction for their child.

Each fall, students in grades three through eight participate in another standardized assessment, the Writing Assessment Program or WrAP, a companion test to the ERB. For this assessment, students write to a given prompt and are scored analytically using a six point scoring rubric on six writing traits. Throughout the year students learn about and practice refining the six traits of writing. Many students utilize the Writing Practice Program or WPP to develop their writing skills. The WPP is an online computer-scored evaluation of student writing that is designed to complement the reader-scored WrAP. The WPP provides unlimited writing practice opportunities with immediate feedback to students and teachers on the six writing traits.

Middle school students in grades seven and eight may participate in the National Foreign Language Exam for Spanish I and II. They also complete the Preliminary Scholastic Achievement Test (PSAT) in preparation for the SAT.

Students across the country participate in these assessments and data for the CTP4 are made available regarding both independent and national school populations. The school's results are compared to these norm groups to help evaluate Saint Patrick Catholic School's instructional program, as well as student strengths and areas in need of improvement. The comparison data are instrumental for maintaining accreditation with the Southern Association of Independent Schools (SAIS) and the Southern Association of Colleges and Schools (SACS).

At certain times throughout the year, teachers of students in kindergarten through grade seven administer diagnostic assessments in reading, writing, and mathematics. Using a variety of assessments, including the *Developmental Reading Assessment 2* (grades k-3), *Qualitative Reading Inventory* (grades 4-8),

Developmental Spelling Assessment (grades k-4), Dolch sight words (grades k-2), the DIBELS, WRAP (grades 3-8), Singapore mathematics end of level tests, and *Orleans Hannah Algebra Readiness Test* (grades 6-7), the teachers determine the instructional needs of students, as well as individual student progress in relation to the school's grade level expectations.

The results of these assessments can be used as indicators of student instructional needs, as well as accountability measures. Through collaboration, parents, teachers and administrators discuss results, what they reveal about teaching and learning at the school and what is best for students.

3. Sharing Lessons Learned:

The faculty and staff of Saint Patrick Catholic School are involved in sharing lessons learned with the community, other schools, and professional associations. Currently, the school has a partnership with Old Dominion University located in Norfolk, Virginia. This partnership includes a study on human movement and supervising student teachers. Teachers from other schools visit Saint Patrick Catholic School to observe instructional methods and procedures. Additionally, teachers share their knowledge and experiences through workshops for parents and colleagues.

With a Raskob Foundation Grant, Saint Patrick Catholic School hosted a mini-conference on site for other parochial schools on pre-assessment and differentiation strategies. Saint Patrick Catholic School teachers continue to learn about and practice these strategies.

Through the online community "We Are Teachers," a Saint Patrick Catholic School science teacher submitted ideas to answer the question: "How do you use student testing for classroom evaluation to customize your lesson plans?" Saint Patrick Catholic School teachers have also shared testing strategies with Apperson Education, an online community, and presented a workshop at a William Glasser conference, on "How to Build Student Relations and Help Students Self-Evaluate Through Success Plans."

Many Saint Patrick Catholic School teachers belong to various professional groups that use blogs for sharing and acquiring information for classroom use. Teachers also meet monthly to brainstorm ideas and develop best practices.

The community is learning more about the school, as several newspaper articles have featured the many facets of Saint Patrick Catholic School, highlighting what makes the school unique. One article described the school as a "hybrid of best practices."

4. Engaging Families and Communities:

Parents, along with school staff, are seen as primary educators and key collaborators in the total formation of children. Time is provided each month for teachers and administrators to participate in a dialogue with parents to exchange information about their child's development, highlight areas of strength, and problem solve to insure student success. When parents have concerns about academic areas of weakness, the Director of Studies/Lower School Director, Middle School Director, Learning Resources Coordinator and/or teachers are available to review diagnostic assessments, investigate possible learning challenges, problem solve and determine appropriate interventions to meet students' learning needs. Reporting student progress is a multi-faceted and on-going process that includes collaborations, conferences, telephone calls, and web-based access of report cards and progress reports through Net Classroom.

In collaboration with faculty, parents and administrators, the school guidance counselor provides students with a safe environment where emotional intelligence, self-knowledge and life skills are developed to empower students to communicate effectively, make wise choices, realize their potential and achieve their

goals. The counselor consults with parents to provide them with accurate, comprehensive, and relevant information in a caring manner, as appropriate and consistent with ethical responsibilities to the student.

A variety of parent workshops have been offered to support students and their families including *Peaceful Parenting*, *Teaching Students Self-Reliance*, *How to Support Children Through a Divorce/Separation*, *Choice Theory*, *Developing Writers*, *An Introduction to Singapore Mathematics*, *The Graduate at Graduation* and a variety of other topics shared in grade level Parent Network Groups.

The Middle School Advisory Program fosters a positive school environment by creating an atmosphere of trust, communication, and community for all students. Advisory groups consist of seven to nine students and provide an opportunity to discuss issues that are significant to adolescents. Students remain with their assigned advisor from sixth through eighth grade. This program helps students build caring relationships and effective skills for personal and academic success.

Homework is important in that it reinforces learning as well as self-discipline. At Saint Patrick Catholic School it is understood that all children do not need the same type or amount of homework. Homework assignments, done correctly, should be differentiated just as classroom instruction is differentiated. Homework is not included in the calculation of grades. It is believed that homework does not necessarily indicate what a student knows or does not know.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Saint Patrick Catholic School has developed and aligned curriculum and instruction with the schools' guiding document, *The Characteristics and Abilities of the Saint Patrick Catholic School Graduate at Graduation*, along with the mission and expectations of Saint Patrick Catholic School. The alignment is evident across subject areas and grade levels, taking into account the needs and nature of students. The curriculum of Saint Patrick Catholic School was built from national, state standards, the Richmond Diocesan Standards, and exemplary curricula from multiple sources. For the youngest students, the pre-kindergarten, key experiences were drawn from the High Scope Curriculum. For all other students, reading comprehension, writing, and mathematics objectives from the ERB CTP4 were considered in writing the school's curriculum. Curriculum guides and objectives are in place for all major areas of study, including fine arts, world languages, religion, and health and physical education, in kindergarten through grade eight with the Virginia Standards of Learning objectives addressed in the high school level courses.

The school promotes the use of relevant data and research in making curriculum, instructional, and organizational decisions. Evidence of this can be seen in the implementation of differentiation strategies in the classrooms. Any curriculum developed is a work in progress that will improve as students engage in the learning experiences derived from it. The curriculum of Saint Patrick Catholic School is continuously reviewed, monitored, and revised for quality, effectiveness, and relevance against the schools mission, exemplary curricula standards, and student achievement.

Saint Patrick Catholic School is in compliance with the program's foreign language requirements. The Lower School (grades K-4) participates in an introductory Spanish language program. Students in grades five and six study Latin and middle school students (grade 7-8) take Spanish as high school credit-bearing class.

Students are offered many opportunities to explore the application of higher order thinking skills and investigate new approaches in applying learning. Evidence of this can be seen in problem-based learning, the use of iPad devices and computers as problem-solving tools, National History Day Competitions, Wordmasters Challenges, Math Olympiad Tournaments, on and off-campus science experiences, visiting artists and guest speakers, mentors in the profession, and a variety of performance tasks in the classroom. Additionally, an array of teaching strategies, activities, and alternative assessments integrating self-reflection, personal development, faith, and technology are used across the curriculum. Evidence is captured during observations of teachers and students, lesson plans, and through student performance.

Eighth grade students are provided an extensive list of careers, and the Murphy Meisgeier Type Indicator for Children (MMTIC) Student Report is administered in their seventh grade year. Students are asked to reflect on their identified preferences, strengths and "stretches," as well as their personal interests, abilities, skills, talents, likes, dislikes, and values. Using this information, students participate in reflective exercises that promote career awareness and job interest exploration.

The teachers, staff, and students at Saint Patrick Catholic School work hard to meet the criteria of William Glasser's Quality Schools and apply the fundamentals of Choice Theory and Reality Therapy by following a "courtesy" curriculum that teaches students to engage in self-reflection, to use success planning as a problem solving technique, and to facilitate personal growth. This process is further supported by the development of each student's Journey Portfolio which contains examples of quality work and self-reflections composed by the student.

2. Reading/English:

There are six pillars of education at Saint Patrick Catholic School that form the framework for a program of intentional, total formation of each student. As described earlier in this application, the pillar entitled “The Life of Mind” serves as the basis for a methodical and reasoned approach to learning. This means the school is committed to students’ active engagement in ongoing preparation for academic success by learning to think critically and creatively and by expressing themselves effectively in written and oral communication. A strong curriculum, coupled with effective instruction, addresses students’ diverse learning styles and intellectual needs.

In the lower school, grades kindergarten to grade four, reading instruction is accomplished through the implementation of a balanced literacy program that includes: 1) guided reading that targets the development of specific skills during small group instruction, 2) shared reading to model reading skills and strategies, 3) teacher read-aloud to model appropriate reading behaviors and expose students to more difficult text, 4) independent reading and literacy centers and 5) instruction in word study – phonics, spelling and vocabulary.

In kindergarten through grade two, teachers utilize *Pearson’s Good Habits Great Readers* to support all components of balanced literacy. *Good Habits Great Readers* include leveled readers, *Words Their Way* for word study instruction, and the *Developmental Reading Assessment 2nd Edition (DRA2)*. To further support the teaching of reading and writing, teachers in these grades also use *Junior Great Books* to offer more challenging reading selections explored through shared inquiry. The *DIBELS* Data System, developed by The University of Oregon’s Center on Teaching and Learning, is also used for students experiencing difficulty with phonemic awareness skills. Assorted materials focused on the six traits of effective writing guide students in developing as effective writers. Saint Patrick Catholic School has identified literacy benchmarks and assessments for each grade level, kindergarten through four, to guide instruction.

As informed instruction is also an essential component of effective reading instruction in grades three through eight at Saint Patrick Catholic School, teachers may administer the *Qualitative Reading Inventory (QRI)* to provide diagnostic information to design and deliver appropriate lessons for students. Various novels, along with *Junior Great Books*, are used for grades three to eight’s reading instruction to expose students to a variety of genres and rich literary styles. These materials provide the appropriate level of rigor and challenge needed by advanced readers. *Day Books of Critical Reading and Writing* is another resource that provides these same students with opportunities to respond analytically to poems and short stories.

Word study needs are identified using the results of a student’s *Developmental Spelling Assessment* by Ganske or in teacher-student writing conferences. Students in grades three through eight participate in the *Word Masters Challenge*, which encourages growth in vocabulary and verbal reasoning through competition. This national challenge tests students’ knowledge of word meanings, synonyms, antonyms and completion of word analogies. Additional systematic and explicit vocabulary instruction for students is provided through *Sadlier-Oxford’s Vocabulary* texts in grades three, four, seven and eight and *Caesar’s English* in grades five and six. *Caesar’s English* provides students valuable instruction in prevalent Latin stems and introduces the Latin-English-Spanish connection, thereby empowering students to decipher meanings of advanced vocabulary.

Teachers for these middle grades provide direct instruction on word patterns through grammar lessons and use the six traits of writing and related resources to guide writing instruction. The *WRAP* and the related *Writing Assessment Program (WPP)*, an online writing practice program, is used by students at home and at school. Students in middle school also use print and online resources from *Write Source* by Great Source.

The Saint Patrick Catholic School middle school language arts program (grades 5-8) builds on students’ strengths, but does not ignore their weaknesses, to become independent learners and thinkers in preparation for success in high school. Novel studies in middle school grades provide thematic lessons

and direct instruction of literary elements such as figurative language and satire. Anchor texts are required at each grade level and differentiation occurs with the assignment of small group novel studies based on academic need and student interest. Specific novels are tied to content to provide background and enrichment, particularly in historical context.

Non-fiction reading integrates science content into the reading instruction through the use of leveled readers in kindergarten through grade five. Teachers for all grade levels use *7 Keys to Comprehension* by Zimmerman and Hutchins to extend reading instruction by teaching these keys and their corresponding skills through authentic literature selections. The reading strategies are taught explicitly in text and students are provided ample practice through annotation of text as they read. In accordance with the pillar entitled “The Life of Mind,” students are actively engaged in learning experiences that elicit critical and creative thinking and enable them to express themselves effectively in written and oral communication. Varied resources and instruction provide the appropriate level of rigor and challenge needed to extend and enrich Language Arts instruction for advanced learners.

Families of lower and middle school students who are low to mid-level readers, in the lowest quartile, are contacted by the Learning Resource Center (LRC). The LRC coordinator collaborates with families and teachers about diagnostic assessments to investigate possible causes of learning challenges and determine interventions to ensure that students' learning needs are being met. A Differentiated Education Plan is developed to recommend accommodations. Additionally, middle school teachers are scheduled during Alternate Learning Time (ALT) to provide supplementary instruction to middle school students identified as having learning deficits.

3. Mathematics:

The goal of the mathematics program at Saint Patrick Catholic School is for all students to achieve mathematical proficiency by developing the conceptual understanding of procedures and processes necessary to think and reason mathematically and use mathematics to solve problems in an authentic, real-life context. It is believed that the ability to understand and apply mathematics creates a significant advantage in school and life.

Three years ago, Saint Patrick Catholic School transitioned kindergarten through grade five students from a traditional textbook resource to the instructional approach of Singapore Mathematics. The rationale for the change was that the scope and sequence of this program would promote a deeper understanding of number sense and math concepts, build mental math computation and, through model drawing, develop the skills students need to become effective problem solvers. Singapore Mathematics is frequently mentioned in current research and is well-aligned with the national standards.

The instructional approach used to teach mathematics at Saint Patrick Catholic School addresses the fact that all children learn differently. Teachers frequently teach mental math strategies and use daily math exercises to reinforce previously taught skills and concepts. A wide variety of math models are used to provide students concrete representations to solve problems. Differentiated performance tasks from *Math Exemplars* and *Challenging Word Problems* from Singapore Math are often integrated into instruction to best meet the unique needs of students. In 2012, the *Math Their Way* instructional resource was added to Early Bird Singapore Mathematics in kindergarten to promote varied interactive, hands-on, high-level thinking experiences to practice the concepts and skills taught.

Sixth grade students are exposed to a curriculum heavily focused on pre-algebra concepts and skills to better prepare them for more advanced math classes. The intended outcome of the middle school mathematics curriculum is the completion of a minimum of one high school algebra credit. Once students reach seventh grade, they have the opportunity to take algebra over one or two years to accommodate the diverse needs of students. Those students excelling in the one year algebra curriculum are offered the opportunity to complete high school geometry for credit in the eighth grade. All curriculum levels are enhanced through the use of *Drexel University Math Forum's* critical thinking problem sets as well as the

middle school students' participation in the *Math Olympiad*, a series of challenging contests that extend a variety of mathematical concepts. The addition of resource teachers within the middle school math classrooms affords teachers the opportunity to work one-on-one or in small groups with struggling learners.

4. Additional Curriculum Area:

The fine arts are indispensable to a complete and high quality education, providing a rich and engaging curriculum that instills in children the gifts of self-expression, creativity, self-discipline, and a drive for excellence. The creative skills that children develop through the arts carry them toward new ideas, new experiences and new challenges - not to mention personal satisfaction. At Saint Patrick Catholic School, the community is very passionate about the arts and believes that early engagement of a comprehensive arts education further enhances children's intellectual, personal and social development. As such, a strong curriculum has been defined that provides students of all ages with many opportunities to experience and appreciate the arts to their fullest.

Visual arts and performing arts classes are a regular and integral part of the school's fine arts curriculum. Music classes, choral and drama presentations, painting, sculpture, arts-related field trips, visual art exhibitions and interdisciplinary art experiences are just a few of the artistic disciplines included in the fine arts program. Strings ensemble, band and guitar are offered before school. Instrumental lessons are arranged as the schedule and instructor availability allow.

Music is an everyday experience for Saint Patrick Catholic School students, as it is integral to daily assemblies, Wednesday Chapel and all major religious and secular events. A variety of programs are presented regularly by the students and for the students in the school's Fine Arts Theatre.

The visual arts program at Saint Patrick is a fine arts studio program with an art history emphasis. Its benefits extend further than the walls of our art room. Students are encouraged in the development of creative problem solving skills. The curriculum is drenched in art history and bridges teachable moments between the disciplines.

The music program is centered on its mission to foster an appreciation and love for music that can be used as a springboard for personal musical growth and development. A goal of the music department is to help students create happy, engaging memories of music where student energy levels are focused and sustained at high levels without inhibitions or fear of taking risks.

5. Instructional Methods:

Based on a strong commitment to providing differentiated instruction to meet the needs of students at varying levels of development and academic readiness, teachers promote the active involvement of students in the learning process. Lecture-discussion, cooperative learning, multidisciplinary learning, project-based learning, research, discovery learning, demonstrations, individual presentations, role-plays and simulations, and reflective analyses are just a few of the strategies employed to motivate and stimulate students' learning.

Teaching and learning require frequent and varied assessment of the student's needs, abilities, and progress in relation to what the student needs to know, understand and be able to do. The assessment system demands that students work hard to achieve competence and that teachers respect varied and unique student learning styles. A combination of grades, written comments and scoring rubrics (criteria) are used to communicate student progress in core subjects, specialty areas, and skills, attitudes and behaviors. Multiple assessments (e.g., class assignments, quizzes and tests, performance tasks,

discussions, teacher observations, journey portfolios, individual and small group projects, journals, self-evaluation, oral presentations, and written reports) respect the diversity of student capabilities and individual patterns of growth and learning.

For students not demonstrating competence in any given quarter, the teacher will determine the knowledge, skills, and understandings that the student is lacking, and identify needed remediation. Students may be asked to make corrections or revise their work until competency is demonstrated. This is a cooperative process in which students must engage in self-evaluation and choose to meet the criteria for competent work to receive credit. Summer work/makeup is also available.

Technology tools used to facilitate student learning includes laptops, tablet PC's, iPads, e-readers, video-flip cameras, multimedia projectors, digital cameras, and document readers. Teachers use a web-based interface to enter attendance, assignments and grades. Parents are able to use the Internet to get information about their child's classes, upcoming events, assignments, daily grades and schedules. Carts of iPads and laptops allow for technology tools to turn any classroom into a mobile computer lab to support collaboration in and outside the school walls.

Using the latest Wi-Fi technology available, the schools wireless network spreads campus wide, allowing complete access to online and networked resources from anywhere at Saint Patrick Catholic School. With integrated laptops, LCD projectors, network printers, and countless other electronic resources, teachers are no longer tethered to their classroom.

6. Professional Development:

The goal of the professional development program at Saint Patrick Catholic School is to transform the vision into reality with continuing and meaningful professional learning based on the belief that great teachers are life-long learners. Evidence of the school's vision transformed into reality is seen in student results, teacher practices, leadership decisions, and system-level learning.

The school has implemented a comprehensive professional development program to build the capacity of teachers and administrators. Early release is scheduled weekly to provide teachers a two-hour block of time to be spent in various collaborative activities. During this time, teachers participate in professional development activities in identified areas for improvement, engage in collaborations with colleagues to complete key tasks, participate in committee meetings, or facilitate parent collaboration sessions. While these opportunities are made available weekly, teachers are also expected to collaborate during corresponding planning periods and after school on a more frequent basis. Programs as diverse as effective parent/teacher conferences, differentiation of instruction, appreciating diversity, curriculum mapping, Choice Theory, item analysis of the ERB, Quality schools, total formation of students, and positive discipline are but a few of the many learning experiences.

Additionally, professional journals and on-line books and resources are available from respective directors and the professional library in the school's media center. Sponsorship for individual professional development is available to staff seeking to learn and grow through workshops, conferences and the like. College tuition reimbursement is offered to faculty and staff who are pursuing coursework or professional development opportunities aligned with the articulated professional growth and development plan.

Students learn in different ways and at different paces. Teachers act on the belief that every student can learn a challenging curriculum with appropriate accommodations and differentiation. Teachers prepare students, by way of self-reflection and discernment, for lifelong success through an authentic Catholic education built on the total formation of each child. Thus, the many learning experiences planned for the staff of Saint Patrick Catholic School support these beliefs and goals.

7. School Leadership:

“If you don’t teach the whole child, which part do you leave out?” is the guiding philosophy of Principal Stephen J. Hammond. He feels that facilitating the growth and development of our youth is what the great work at Saint Patrick Catholic School is all about. The following three principles guide Mr. Hammond’s leadership style, while developing this unique opportunity for the children of our school community. The faith learning community is authentically Catholic and warmly ecumenical. The school’s vision is to guide students toward independence while striving for quality and goodness in every phase of their development. And finally, in assisting students to become self-motivated and confidently capable of solving their own challenges, our school community ascribes to many of the ideals of education reformer Dr. William Glasser.

This vision is implemented with the support of Jan White and Peter Bender. Mrs. White is Director of Studies and Director of the Lower School (grades Prek – 4) and Mr. Bender is Director of Middle School (grades 5 – 8). They insure that the educational program at the elementary and middle school level adheres to the policies and programs developed at Saint Patrick Catholic School and see that there is a continuous flow of improved student achievement.

The teachers are also key leaders in the school, which is encouraged by Mr. Hammond, as they model leadership skills for students. Through many professional opportunities, teachers have to exercise their leadership skills on a daily basis, whether in curriculum development, professional development, implementing a new program or other opportunities. This also allows opportunities for teachers to assume new roles where their talents can be used within the school.

No discussion about school leadership would be complete without mentioning the Barry Robinson Board of Trustees who saw a need in the community for a faith-based educational program and desired an independent Catholic School that offered programs beyond the norm. Establishment of Saint Patrick Catholic School has been underwritten by the James Barry Robinson Trust.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$7335</u>	<u>\$7335</u>	<u>\$7335</u>	<u>\$7335</u>	<u>\$7335</u>	<u>\$7990</u>
6th	7th	8th	9th	10th	11th
<u>\$7990</u>	<u>\$7990</u>	<u>\$7990</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$13703

5. What is the average financial aid per student? \$3906

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	301	302	295	304	304
Number of students tested	37	41	35	38	37
Percent of total students tested	95	98	88	95	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	337	331	333	337	338
Number of students tested	37	41	34	38	37
Percent of total students tested	95	98	87	95	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CTP\$

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	313	313	310	308	307
Number of students tested	37	31	41	35	39
Percent of total students tested	90	84	98	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CTR4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	341	345	344	343	340
Number of students tested	37	31	41	36	39
Percent of total students tested	90	84	98	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	330	342	341	335	335
Number of students tested	34	37	37	39	37
Percent of total students tested	89	88	93	98	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	347	352	352	349	349
Number of students tested	34	37	37	39	37
Percent of total students tested	89	88	93	98	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	355	360	360	356	343
Number of students tested	22	30	31	35	35
Percent of total students tested	96	86	97	92	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: CTP4

Edition/Publication Year: 4/2002 Publisher: ERB Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
Average Score	357	359	359	355	347
Number of students tested	22	30	31	36	36
Percent of total students tested	96	86	97	92	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV201